

10th Grade Language

Goal	ISAT%	Objective Description (with content limits)	Vocabulary Words
Standard 3: Writing Process			
3.1: Prewrite	58-69%	<p>10.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b)</p> <p>CL: C Content Limit: Items may include a specified purpose, audience, and writing outline. Item responses may include concise thesis statements.</p> <p>Main idea Writer's focus Topic sentence Thesis</p>	Prewriting Writing Revising Editing Publishing Audience Purpose Style Tone Thesis Theme Organization patterns (cause and effect, classification, comparison and contrast, spatial) Outline Transitions Graphics Text features Usage Rubric Editing marks Narrative Writing Creative Writing Expository Writing Persuasive Writing Literary Response
3.1: Prewrite		<p>10.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a)</p> <p>CL: C Content Limit: Items may include a specified purpose, audience, and related information statements. Item responses may include logical organizational formats.</p> <p>Organizational strategies: Introductory paragraph (with hook or lead) Supporting details Conclusion</p> <p>Organizational structure: e.g., Chronological order Order of importance Comparison and contrast Spatial order Classification and definition Cause and effect</p>	
3.1: Prewrite		<p>10.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b)</p> <p>CL: C Content Limit: Items may require a specified purpose and audience. Item responses include formats specified in Standard 4, Grade 10.</p> <p>[Note: Also includes grade- appropriate formats such as biography and autobiography]</p> <p>Purpose Format Audience</p>	

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3.3: Revise		<p>10.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (753.01.a)</p> <p>CL: Content Limit: Sequence Precise language Formal/informal language Consistent voice Mixed grade-level revision skills (Includes a mix of skills assessed in 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.4, and 5.3.1)</p>	
3.3: Revise		<p>10.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b)</p> <p>CL: E Content Limit: Items may include a text block that could be clarified through editing. Item responses may include either details to add or details to delete. Adding relevant details Removing irrelevant details Eliminating redundant details</p>	
3.3: Revise		<p>10.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.01.c; 753.02.b)</p> <p>CL: D Content Limit: Items may include related statements. Item responses may include a group (1-3) of transitional words or phrases.</p>	
3.3: Revise		<p>10.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)</p> <p>CL: Content Limit: Word placement Modifier placement Varying sentence beginnings, lengths, and patterns to improve the flow and to enhance meaning</p>	
3.4: Edit		<p>10.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a)</p> <p>CL: C Content Limit: Items may include one instance of incorrect punctuation, spelling, grammar, or usage. Item responses may include one correct response and three incorrect. Mixed grade-level editing skills (e.g., includes a mix of skills specified in 3.4.2, 5.3.1, 5.4.1, and 5.4.2) Homophones and commonly confused words can be included.</p>	
Standard 5: Writing Components			

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5.3: Sentence Structure	31-42%	<p>10.LA.5.3.1 Apply correct and varied sentence types in writing. (753.02.b)</p> <p>CL: Content Limit: [Notice: Subject-verb agreement shifts from 5.3.2 to 5.3.1 at Grade 5. Beginning with Grade 9, subject-verb agreement may be assessed in 5.3.1, but more likely will be included in 5.3.2 or 5.4.1.]</p> <p>Skills assessed in previous grades are included. Examples: Sentence type recognition (declarative, interrogative, exclamatory, and imperative) Subject-verb agreement Complete/incomplete sentences [and run-ons] Combing sentences to correctly form complete simple, compound, complex, and compound-complex sentences</p>	<p>Parts of Speech (noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection) Verb (transitive, intransitive, linking, auxiliary) Conjunctions (coordinating, correlative, subordinating) Voice (active, passive) Sentence (construction: simple, compound, complex, compound-complex; kind: declarative, interrogative, imperative, exclamatory) Subject-Verb Agreement Pronoun-Antecedent Agreement Phrase (adjective, adverbial) Clause (dependent, introductory, interruptive) Parallelism Punctuation (period, exclamation point, question mark, comma, semicolon, colon, apostrophe, quotation marks, hyphen, dash, parentheses, ellipsis, brackets) Capitalization</p>
5.3: Sentence Structure		<p>10.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. (753.02.b)</p> <p>CL: C Content Limit: Items may include complete sentences containing incorrect agreement, word usage, or sentence structure. Item responses may attempt to improve the fluency of the sentence by using rules governing agreement, usage, or structure as a tool to assist with editing. Items may mix the specified skills.</p>	
5.4: Conventions		<p>10.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. (753.02.a)</p> <p>CL: C Content Limit: Items may require complete sentences containing incorrect use of conventions.</p> <p>Skills assessed in previous grades are included. Examples: Past, present, future verb forms, including irregular verbs Personal pronouns</p>	

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5.4: Conventions		<p>10.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. (753.02.a)</p> <p>CL: B Content Limit: Items may require complete sentences containing incorrect use of punctuation and capitalization. Item responses may improve the fluency of the sentence by using rules of punctuation and capitalization as a tool to assist with editing. [Note: Book titles, names of ships, etc., are underlined in Grades 2-5 and placed in italics beginning at Grade 6.] [Apostrophe used to create singular and plural possessives is included.] [Hyphen is included.] [Punctuation of titles, works of art, ships, etc., is included.]</p> <p>Skills assessed in previous grades are included. Examples: Previous commas: words/phrases in a series, dates and addresses, friendly and business letter conventions, direct address, appositives, introductory elements, punctuation of compound, complex, and compound-complex sentences Quotation marks and commas to punctuate dialogue Colons Semicolons Parentheses End punctuation</p>	

- B: Memorize
- C: Perform procedures
- D: Demonstrate understanding
- E: Conjecture, generalize, prove
- F: Solve non-routine problems, make connections